

Sample Grade 5 Open-Ended Items

Below and on the following ten pages are examples of two different grade 5 open-ended items and student responses. As you look at the samples of grade 5 Rhode Island students' answers, you can refer to the scoring guide on page 6. The student samples displayed here received scores of 4, 3, 2, 1, and 0, respectively. A score of 4 indicates that a student has exceeded performance expectations for that particular question. A score of 3 means that a student has met expectations. A score of 2 shows that a student has performed below the performance standard. A score of 1 indicates little evidence of achievement. A score of 0 denotes an incorrect, off-topic, or non-health-enhancing response. You can see that it is a student's knowledge and understanding of health information and his/her ability to apply that information to a real-life situation that is being measured—not spelling, penmanship, grammar, or punctuation.

QUESTION 1

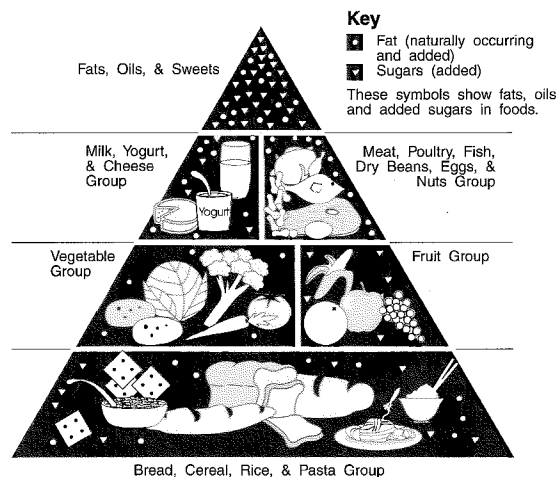
Standard One: Health Concepts

Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Performance Description

Identify indicators of good nutrition during childhood (food pyramid, major nutrients, and impact of proper nutrition on health).

TEST QUESTION: Use the food pyramid below to plan a healthy and enjoyable one-day menu. Include breakfast, lunch, dinner, and snacks.



SCORE OF 4: This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

This is a plan for a one day menu. For breakfast, I chose cereal, milk, and sliced banana to go in the cereal. For lunch, I chose a peanut butter and jelly sandwich, fruit juice, and yogurt. For snacks, I chose carrot sticks, cheese and crackers, apples, oranges, and grapes. For dinner, I chose spaghetti and meatballs, Italian bread, tomato sauce, and broccoli on the side. That is my one day menu.

The meat, peanut butter, and meatballs, provide a good source of protein, which helps our muscles grow. The dairy, milk, yogurt, and cheese, contain calcium that help our bones stay strong. The fruits and vegetables, sliced banana, grape jelly, fruit juice, carrot sticks, apples, oranges, grapes, tomato sauce, and broccoli, contain vitamins to help our body work. The breads, cereal, crackers, spaghetti, and Italian bread, contain iron that helps your body grow. That is why I included what I included.

ANALYSIS: This student's response demonstrates in-depth understanding of good nutrition by presenting a balanced one-day menu that clearly reflects the guidelines of the food pyramid. The menu includes servings from each of the five groups in proportion to the food pyramid specifications. The response demonstrates additional insight by identifying the major nutrients (protein, calcium, and vitamins) found in the foods and discussing how each of these nutrients help the body, "protein, which helps our muscles grow," "calcium that help our bones stay strong," and "vitamins to help our body work."

SCORE OF 3: This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

A good day should start off with a good breakfast. A healthy and delicious breakfast could be two pieces of toast with yogurt that has a bit of cereal mixed in with it. If one wanted to they could put butter on their toast but not too much. A drink to go with breakfast could be orange juice, it's great any time.

There are more choices for lunch but that doesn't always mean more fat. One of my favorite lunches is salad with tomato, carrots and broccoli on top. To go with your salad crackers are always good. For a drink milk is healthy but juice is good to. To top it off maybe a brownie.

Dinner is my favorite. A healthy dinner could be baked chicken with a baked potato and corn-on-the-cob. Milk is probably the best drink. For dessert some vanilla ice cream. In between meals vegetables with salad dressing is delicious and healthy.

ANALYSIS: This student's response is a 3 because it describes a complete, balanced menu for the day. All food groups are proportionally represented and the student acknowledges that fats should be consumed sparingly with statements such as, "they could put butter on it but not too much." Further elaboration on topics such as serving size, number of recommended servings, or the nutrients supplied by various foods would raise this score to a 4. The completeness of this answer makes it better than a score of 2.

SCORE OF 2: This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills on this item.

If I were to eat a healthy and enjoyable breakfast I would choose milk, bread or toast with only a little bit of butter, some cereal, and a banana or an orange.

If I were to eat a healthy and appetizing meal for lunch I would choose some meat, maybe some milk or fruit juice to drink, maybe I could eat some vegetable soup and add crackers, or I could eat some pasta.

To eat a nutritious dinner I would choose to eat some potatoes, peas, corn, or a different kind of vegetable, some meat, some bread with a little butter, or I could eat pasta.

ANALYSIS: This student's response is a 2 because it describes a one-day menu that includes some healthful foods from each of the food groups. However, the servings are not in the proportions recommended by the food pyramid, there are not enough servings of the grains, fruits, or vegetable food groups. The response demonstrates only a partial understanding of the guidelines presented in the food pyramid and, because it is incomplete, could not receive a score of 3. The accuracy of the information provided keeps the response from receiving a score of 1.

SCORE OF 1: This student's work represents a response that demonstrates minimal understanding of some health concepts and skills on this item.

Today I will have a balanced Breakfast, lunch, dinner, and a snack for later. For breakfast I will have fruit such as grapes, an apple, an orange, and a banana. For lunch pasta, crackers, and a big loaf of Italian bread so far so good. For dinner hmmm? steak, chicken, fish, eggs, and salad. almost done for a snack? a candy bar no, a bowl of ice cream no, some mints no some chips yeah. so I'm done planning now lets make food lets get the fruit so I can have that for breakfast. some pasta with Italian bread for lunch with crackers and a real lot of meat with eggs and salad Now I'm eating the fruit the pasta bread and crackers and the meat eggs and salad did I for get something yeah the snack Now I am eating the big bag of cooler ranch Doritos mmm thats good.

ANALYSIS: This student's response is a 1 because it demonstrates minimal understanding of how to use the food pyramid to plan a menu. The response includes an attempt to plan menus, but two meals consist of foods from a single food group, "fruit so I can have that for breakfast," "some pasta with Italian bread for lunch with crackers." This answer does not demonstrate enough knowledge to receive a score of 2.

SCORE OF 0: This student's work represents a response that is either incorrect, not health-enhancing, or does not demonstrate any understanding of health concepts and skills on this item.

I will plan a healthy and enjoyable one-day menu, by putting everything I need. I will first put fat, oils, & sweets. Next I will put Milk, Yogurt & Cheese group. After that I'll put Meat, Poultry, Fish Dry Beans, Eggs & Nuts group. Then The Vegetable group. Next The Fruit group. After that The Bread, Cereal, Rice, Pasta group.

ANALYSIS: This response is a 0 because it contains no attempt to plan a menu and demonstrates no understanding of the food pyramid. The student copied the words from the picture of the food pyramid provided in the test.

For my choices in making a one day menu would be, ~~For~~ Breakfast I would have a nutritious meal containing cereal, toast and some delicious apple/orange juice.

For lunch I would have some delicious bolony and cheese on white bread. My choice of a drink ~~can~~ would be ether grape juice or milk. To go.

My last meal for the day would be dinner. I would have some corn, some chicken and some mashed potatoes.

My snack would consist of the nutritious and delicious good tasting yogurt or pudding.

I think these are very healthy and nutritious because they keep you fit, healthy, and you get a lot of energy from them.

Here's my plan of a healthy and enjoyable one day menu. For breakfast I would have cereal, with milk, and I would have a banana because all these foods are good and healthy for your body and they will get you on a good start in the morning.

Then in between breakfast and lunch I would have a glass of orange juice and a yogurt these are also healthy foods.

For lunch I would have a turkey sandwich with cheese and lettuce and then some cookies and milk. I would eat these foods because it gives me a good combination of the food groups.

In between lunch and dinner I would have some carrots and grapes a mixture of fruit and vegetable because they are very good for my body.

For dinner I would have some pasta and Italian bread. These foods give me good carbohydrates. For dessert I would have some ice cream.

For breakfast you should have a glass of milk, cereal and toast.

You will get calcium and carbohydrates which will give you more strength. For snacks you should have either some nuts where you'll get protein, or fruit where you'll get vitamin E. For lunch you should have yogurt where you'll get calcium, an carrot where you'll get vitamin A, and orange juice where you'll get calcium and vitamin E. For snack you should have milk (calcium) and grapes (vitamin E). For dinner you should have spaghetti and meatballs (carbohydrates and protein) and broccoli (vitamin A). It's important for you to get calcium because you'll get stronger bones, vitamin E and A for your teeth and eyes, protein for your muscles, and carbohydrates for energy.

A healthy one day meal would be kinda like this. for breakfast you could have some cereal (like wheat or total) you could have some orange juice with that too. For lunch you could have a sandwich like a tuna fish, turkey, or ham sandwich, with that you could have milk with some yogurt and applesauce as shakes. For dinner you could have some salad, you could have chicken and a glass of milk.

For breakfast you should have a glass of milk, cereal and toast.

You will get calcium and carbohydrates which will give you more strength. For snack, you should have either some nuts where you'll get protein, or fruit where you'll get vitamin E. For lunch you should have yogurt where you'll get calcium, ~~an~~ carrot where you'll get vitamin A, and orange juice where you'll get calcium and vitamin E. For snack you should have milk (calcium) and grapes (vitamin E). For dinner you should have spaghetti and meatballs (carbohydrates and protein) and broccoli (vitamin A). It's important for you to get calcium because you'll get stronger bones, vitamin E and A for your teeth and eyes, protein for your muscles, and carbohydrates for energy.

A healthy one-day menu would be to have healthy foods for breakfast, lunch and dinner. For breakfast you should have something from the bread, cereal and pasta group along with some things from the fruit group and vegetable group. Also for breakfast you should have something from the dairy group. All of these things are very helpful to the body. For instance, milk helps your bones.

For lunch a sandwich would be very healthy. It would include bread and maybe some meat. Meat has a lot of protein. For a snack, an apple or carrot would be good. Also you could have milk as a drink, and you should have some kind of chocolate or something else that has fat in it would be good because your body needs some fat.

For dinner you should have something from the grain group like bread or pasta, a fruit and vegetable, something to drink like water, milk or juice, and maybe some meat for protein. Then have dessert for a little bit of fat.

That is what I think a healthy one-day menu.

Breakfast

- 2 slices of toast
- 1 cup of fruit juice
- 1 bushel of grapes
- 1 bowl of cereal

Lunch

- 2 slices of bread with peanut butter
- 1 cup of yogurt
- 1 glass of milk
- 1 apple

Snacks

- 3 pieces of lettuce
- 1 tomato
- 1 slice of bread

Dinner

- 3 slices of steak
- 1 glass of milk
- 2 cups of pasta
- 1 baked potato

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For Breakfast you could have Milk,
Yogurt, and ~~these~~ for lunch I could
have, Meat, Poultry, Fish, Dry Beans,
eggs and Nuts. For dinner there's, Fats,
oils, and sweets. For snacks you can
have Fruits and Vegetables. I am
a very healthy Person.

QUESTION 2

Standard Two: Accessing Valid Health Information, Products and Services

Students will demonstrate the ability to access valid health information and health-promoting products and services.

Performance Description

Locate resources from home, school, and community that provide help.

TEST QUESTION: A family moves to a new town and their child, Lucia, enters a new school. There are no children her age in the neighborhood. Lucia finds getting used to the new school difficult and upsetting because she is unable to make friends or “fit in.” Who could Lucia talk to for help? How could this person help Lucia?

SCORE OF 4: This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

One person that Lucia could talk to for help is the guidance counselor at her new school. The reason that talking to this person would help her is that he/she could give Lucia some tips on how to make friends. Also, she could talk to her parents. They could help her make friends and "fit in" because they have probably been through the same thing that she is going through now and they can give her advice from their own experience. Two more people that Lucia could ask for help are her teacher and her principal. Her teacher could help by introducing her to the class and maybe asking a few of the children in her class to talk to Lucia. The principal could help in the same way. I would talk to these people because I would feel as though they are the ones who I can trust the most.

ANALYSIS: This student's response is a 4 because it demonstrates in-depth understanding by providing insightful explanations of how various people could help Lucia. These include, "the guidance counselor ... could give Lucia some tips on how to make friends," "her parents ... can give her advice from their own experience," "her teacher could help by introducing her," and "the principal could help in the same way." The response offers further understanding of the situation by indicating that these are good resources because "they are the ones who I can trust the most."

SCORE OF 3: This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

Lucia could talk to her parents or her counciler. They can help her by telling her to speak up and ask kids if they want go swing on the swings, or play soccer. She could have her parents write a note to her teacher and have her teacher have someone show Lucia around the building and playground. Or Lucia can share stuff with kids in her class. I think that if Lucia does all of these things she may make friends.

ANALYSIS: This student's response is a 3 because it identifies several appropriate people and describes different ways each could help: "her parents or her counciler ... by telling her to speak up and ask kids if they want go swing" and "her parents write a note to her teacher and have her teacher have someone show Lucia around the building and playground." The response also indicates that Lucia might help herself by sharing "stuff with kids in her class." Greater insight or additional suggestions of ways people could help would raise this score to a 4. The details provided in this response make it better than a score of 2.

SCORE OF 2: This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills on this item.

Lucia could talk to
a teacher or the
principal to introduce
her to her classmates.
The person could ask
a classmate to help her
fit in and be her friend.
I wrote this because
I knew a kid that
had troubles to fit
in so I helped them.

ANALYSIS: This student's response is a 2 because it identifies two different people and partially explains two ways they might help: "a teacher or the principal to introduce her to her classmates" and "ask a classmate to help her fit in." The response is accurate, but simplistic. Greater detail or additional resources would raise this score to a 3. Accuracy of the limited information provided keeps this response from receiving a 1.

SCORE OF 1: This student's work represents a response that demonstrates minimal understanding of some health concepts and skills on this item.

Lucia should talk to her teacher about getting friends because her teacher could inturduce some of her students to Lucia.

ANALYSIS: This student's response is a 1 because it provides a minimal description of how this person could help. The statement "because her teacher could inturduce some of her students to Lucia" demonstrates limited understanding.

The addition of another resource and further explanation would have raised this response to a score of 2. The response is more than a 0 because the student attempts to answer the questions.

SCORE OF 0: This student's work represents a response that is either incorrect, not health-enhancing, or does not demonstrate any understanding of health concepts and skills on this item.

Well Cheer up. Some body has to be your age where you live or at school you just have to wait. Thats what I did and now I have alot of friends. Friends are awesome and when you get some don't let them go. I lost the best friend and I made new ones.

ANALYSIS: This student's response provides no evidence of knowledge about appropriate resources or how they might help. The response does not address the question; instead, the student writes about his or her own experience in making friends: "Thats what I did and now I have a lot of friends."

19. A family moves to a new town and their child, Lucia, enters a new school. There are no children her age in the neighborhood. Lucia finds getting used to the new school difficult and upsetting because she is unable to make friends or "fit in." Who could Lucia talk to for help? How could this person help Lucia?

In order to help Lucia "fit in" someone like a friend could help her. If I were the friend that Lucia talked to, I would introduce her to some of my friends. I would tell her that it doesn't matter whether you're big or small, young or old true friends hold together fast and that she shouldn't worry about how to "fit in." Lucia could also talk to an adult guardian or parent. They could tell her some ways to show people you like them and want to be friends, such as to bring up conversation or to sit next to them at lunch. And finally Lucia could talk to a guidance counselor. He/she could help her also on her problem on making friends. He/she might tell her some ways she could "fit in."

19. A family moves to a new town and their child, Lucia, enters a new school. There are no children her age in the neighborhood. Lucia finds getting used to the new school difficult and upsetting because she is unable to make friends or "fit in." Who could Lucia talk to for help? How could this person help Lucia?

a. If Lucia is scared of talking to other children her age, then she could talk to a parent or a teacher.

b. Lucia's parents could offer take her for a drive around town to see if kids are outside. If she's still afraid, her parents could help her talk. Another thing Lucia's parents could do, would be to take Lucia to a popular park or playground. There, other kids could ask Lucia to play or join in. Lucia might see a lonely child there, and make friends with him/her. She could also see children playing a game she liked. She could ask to join in, and undoubtedly, they would probably say yes.

Lucia's teacher could help by introducing her to the class, and also other classes of the same age. That would help because they would see her, and maybe Lucia would talk about herself. People might be interested in being her friend if she did those things.

19. A family moves to a new town and their child, Lucia, enters a new school. There are no children her age in the neighborhood. Lucia finds getting used to the new school difficult and upsetting because she is unable to make friends or "fit in." Who could Lucia talk to for help? How could this person help Lucia?

Lucia could probably talk to the teacher, guidance counselor, or even a principal. She could talk to the teacher because the teacher could ask Lucia what she likes, dislikes, her favorite sports, and other questions like those, then the teacher could tell her who to play with, or the teacher can introduce Lucia again to the class and tell Lucia's problems. The teacher could also assign a group project and Lucia can make good friends there.

The guidance counselor can help ^{Lucia} because ^{every day} those people always deal with kids and they will tell you who to stay away from and who are good kids.

The principal can probably help because she has the intercom in her office and she can say a message about how Lucia is new and she needs to make some new friends.

19. A family moves to a new town and their child, Lucia, enters a new school. There are no children her age in the neighborhood. Lucia finds getting used to the new school difficult and upsetting because she is unable to make friends or "fit in." Who could Lucia talk to for help? How could this person help Lucia?

Lucia is new in town and in her school.
She is not able to make friends or "fit in."
Lucia could talk to the guidance counselor
or one of her teachers. They could help
her by telling her to just try and be
her normal self. They could also tell some
other children to try and make friends
with her. They might also tell her to
act like other kids and ask kids
if they would play with her after school.
The basic idea is that Lucia should
just keep trying, and do not give up
to fit in.

A family moves to a new town and their child, Lucia, enters a new school. There are no children her age in the neighborhood. Lucia finds getting used to the new school difficult and upsetting because she is unable to make friends or "fit in." Who could Lucia talk to for help? How could this person help Lucia?

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Lucia can talk to many people for help. One person is the principal of her school. She can ask him/her what to do to make more friends or who might be nice and friendly for her to make friends with. She could ask him/her what kind of clothes people are wearing and what kids are in. He/she will help Lucia fit in and make friends and also dress like everyone else. The principal can help Lucia

TEST ITEMS AND STUDENT RESPONSES

Grade 5 Open-Ended Examples

Below and on the following seven pages are examples of two different grade 5 open-ended items. As you look at the samples of grade 5 Rhode Island students' answers, you can refer to the scoring guide on page 6. The student samples displayed here received scores of 4, 3, 2, and 1, respectively. You can see that it is a student's knowledge and understanding of health information and his/her ability to apply that information to a real-life situation that is being measured—not spelling, penmanship, grammar, or punctuation.

QUESTION 1

Standard Seven: Health Advocacy

Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Performance Description

Discuss accurate information and express opinions about health issues.

TEST QUESTION: The fifth-grade class has learned about the surgeon general's warning that explains the dangers of smoking. Explain some different ways the students can send a strong message to convince others about these dangers.

SCORE OF 4: This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

Fifth graders learned about the Surgeon General's Warning about the dangers of smoking. Someways the students can convince others not to smoke by telling other kids smoking is bad for your body. You could get heart disease or lung disease. Your teeth could turn yellow. You could even die. You could get Emphysema and Bronchitis. You could have trouble breathing. Your taste buds could deaden. Another way

SCORE OF 4, CONTINUED

the students could convince others not to smoke ^{is} by putting posters all over the school that smoking is bad for your body. Another way is having a person who smoked and had got really sick come and talk to the kids in the school that if you smoke you could get a bad illness like what that person has.

ANALYSIS: This student's response is a 4 because it contains a number of ways students can convince others not to smoke, for example, "telling other kids smoking is bad for your body," "putting posters all over the school," and having a presentation by "a person who smoked and had got really sick," as well as multiple examples of how they would work. An in-depth understanding of the numerous dangers of smoking is demonstrated by the list of smoking consequences—"You could get heart disease . . . your teeth could turn yellow. You could even die"—contained in the response. These detailed and varied descriptions increase the persuasiveness of the student's messages.

SCORE OF 3: This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

The fifth grade class could convince other people about smoking dangers by telling them what can happen to them if they continue to smoke. To some people that could be enough. They could make flyers and staple them to street poles. Some of the flyers could have a list of all the bad things that could happen to your body, such as lung cancer, bad breath and early wrinkles on your face. Posterboards could be

SCORE OF 3, CONTINUED

put hung up in the hallway to remind visitor of the danger in ciggeretts and cigars. Those are a few ways to convince smokers to not to smoke and nonsmokers to keep not smoking.

ANALYSIS: This student's response is a 3 because it provides effective ways that students can convince others of the dangers of smoking. These include "telling them what can happen," "make flyers and staple them to street poles," and hanging "Posterboards . . . in the hallway." Each proposed method also includes an accurate explanation why the strategy would be effective. More detail about the persuasiveness of the information provided would raise this score to a 4. The completeness of the answer makes it better than a score of 2.

SCORE OF 2: This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills on this item.

The class can put up posters on how smoking is Bad and what the Benefits are if you don't smoke. They could also Do speeches on how smoking is Bad for you. One of the reasons are: Smoking makes your lungs Black.

ANALYSIS: This student's response is a 2 because it presents two examples of how to communicate one simple anti-smoking message: "put up posters" and "Do speeches." The information about the dangers of smoking is accurate but simplistic, and the anti-smoking message contained in the response is weak. This demonstrates only a partial understanding of the question and could not receive a score of 3.

SCORE OF 1: This student's work represents a response that demonstrates minimal understanding of some health concepts and skills on this item.

What they can do to convince others that smoking is bad is to tell them that it is bad and the consequences of smoking. Also what could happen if you are caught with a pack of cigarettes - when you are under the age limit. You could tell them that they could die from it. You also could say that smoking isn't cool.

ANALYSIS: This student's response is a 1 because it demonstrates a minimal understanding of the concept: "tell them that it is bad and the consequences of smoking." This response is not scored as a 2 because it does not provide even a partial explanation of how the messages would convince others not to smoke.

the 5th grade class could put up posters that have Surgeon General's warning on them, or put things like: reasons why you shouldn't smoke. They could draw a non-smokers lung and a smokers lung on a poster. They could raise money by having a fundraiser on candy bars or something so they could put a public service announcement on tv. They could also ask a radio station if they could talk on the radio for a few minutes and tell why you should not smoke and what could happen

To get others to know the dangers of smoking the fifth grade class could do a lot of different things. One thing they could do is draw cartoons showing dangers of smoking and put them up all around their school. Or they could write short essays about the dangers of smoking and post them up around the school or put them in the school newspaper. They could even give lectures on how smoking can kill you. Hopefully all of this would convince others not to smoke. Also the fifth graders could give lectures on how to avoid being offered cigarettes and other drugs so they could be prepared if anyone ever offers them drugs.

I should write a paper about the dangers of smoking, then ^{then} handout to all the kids in the school. They would write that smoking causes Emphysema, Lung cancer, bad breath, ^{Gets you addicted to it} permanent yellow stained teeth, and it also makes you stink!! If that doesn't work make posters that tells people not to smoke and put them around the whole town. Then if somebody is asked to smoke (out of school) they would hopefully see a poster and say no. If that doesn't work they could tell them that smoking is ~~skin~~ old ~~bad~~!! They could tell ^{the kids} nothing good comes out of smoking, and they could say if someone tells you there good..... there lying!!!!

The kids could send strong
messages like bin/ eyecatching
poster. A advertisement. Or a TV
commercial.

The students might make posters of what smoking can do to your lungs and your body. They might want to try to go to different classrooms explaining what the effect can do to your body like it makes your lungs black and you have yellow teeth and smelly breath. They could try to start a club against smoking and they could get enough people to make the cigarette companies to think twice about selling cigarettes and that it is very hazardous to your health and that it can shorten your life it can cause lung cancer. I think that if they do this less people will smoke because if they know how dangerous it is to smoke they won't smoke.

QUESTION 2

Standard Two: Valid Health Information, Products, and Services

Students will demonstrate the ability to access valid health information and health-promoting products and services.

Performance Description

Analyze the validity of health information, products, and services.

TEST QUESTION: There is a lot of litter on the school playground. The list below includes all the different items found. List the items that can be recycled. Explain how a class could set up a recycling program.

ITEMS FOUND:	newspapers	candy wrappers	glass bottles
	soda cans	cardboard	strapping from
	six-pack rings	orange peels	newspaper bundles
	cigarette butts	juice boxes	cigarette wrappers

SCORE OF 4: This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

Of the items found, the only ones that can be recycled are newspapers, soda cans, cardboard, orange peels, juice boxes, glass bottles, and possibly strapping from newspaper bundles and cigarette wrappers. If a class were to set up a recycling program in the school, they would first need to get a group together, and then tell their teacher about it. The teacher would then need to propose the idea to the principal. If the principal agreed, people would need to volunteer for the recycling program, and a recycling company would need to be found. Then it would be just a matter of keeping the program

SCORE OF 4, CONTINUED

working. This would work because the volunteers would keep the school send recyclables to the recycling company, and the recycling company would recycle the recyclables. The volunteers would also have to make sure a recycle container was put in every room for collecting.

ANALYSIS: This student's response is a 4 because it provides an in-depth understanding of recyclables, "newspapers, soda cans, cardboard, orange peels, juice boxes, glass bottles, and possibly strapping from newspaper bundles and cigarette wrappers," as well as an insightful view of the process needed before a recycling program can be implemented. This response goes well beyond the required explanation of how a class could set up a recycling program by mentioning the involvement of many other individuals and explaining the impact each person would have on the next. For example, the student writes that the class "could tell their teacher . . . The teacher would then need to propose the idea to the principal. If the principal agreed, people would need to volunteer for the recycling program, and a recycling company would need to be found."

SCORE OF 3: This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

The school playground has a big problem with pollution. I want to help them by sorting out the things and seeing can be recycled. First I would definitely put the soda cans and glass bottles in the recycling. Backpack rings and strappings from newspapers could also be put in. By doing this you could set up a good recycling program. The class

SCORE OF 3, CONTINUED

could set up bins that are labeled recycling, paper, and so on. You would put these outside and tell the kids to put their trash in the right category. Then at the end of the day you would empty everything into the right places and there you have a program.

ANALYSIS: This student's response demonstrates a complete and accurate understanding of recycling by providing a list of recyclable items, "soda cans and glass bottles . . . Six-pack rings and strappings from news papers," and by explaining the need to sort recyclables by category, putting them into "bins that are labeled." These aspects constitute a recycling program. This response is not a 4 because the student does not include further steps in the process, preventing a display of in-depth understanding of recycling. The presentation of the major health concepts clearly raises it above a score of 2.


SCORE OF 2: This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills on this item.

1 newspapers

2 soda cans

3 cardboard

4 glass bottles

The class could get different color boxes a draw a  sign and blue can mean glass green can mean cardboard so on and so forth.

ANALYSIS: This student's response demonstrates a partial understanding of recycling with a list of acceptable items, "newspapers," "soda cans," "cardboard," and "glass bottles," and by knowing that item containers with labels are necessary. Writing about recycling bins, however, is not the same as establishing a recycling program. This knowledge provides only a simplistic understanding of the health concepts involved, and is therefore not worthy of a score of 3. It is better than a score of 1 because it shows a partial understanding of recycling.

SCORE OF 1: This student's work represents a response that demonstrates minimal understanding of some health concepts and skills on this item.

Recyclable items are newspaper, soda cans, six-pack rings, cardboard, candy wrappers, glass bottles, juice-boxes, trapping from newspaper bundles.

The class could set up a program for recycling by get some people that can come every week to help pick up the trash and recycle it.

ANALYSIS: This student's response demonstrates a minimal understanding of the recycling process. Although recyclable items are listed—"newspaper, soda cans, six-pack rings, cardboard, candy wrappers, glass bottles, strapping from newspaper bundles"—the student's concept of a recycling program is minimal.

#80

The class should recycle the
news papers ; soda cans , cardboard ,
and they should throw away
the rest of the trash.

Here is a list of the items that could be recycled:

newspapers

soda cans

cardboard

orange peels (into compost)

juicy boxes

glass bottles

A class could go about setting up a recycling program in this school by putting bags and bins in each classroom, and have a curbside collection stand there. If there were no recycling trucks in the town, they could put up signs & posters to tell people to go to the nearest recycling drop off center and what to recycle.

The class could recycle these items that are on the playground newspaper, soda cans, candy wrappers, cardboard, orange peels, juice boxes, and glass bottles. They could set up several ways to recycle the trash; they could start a recycling team to pick-up and sort out all of the trash. The students who aren't on the team can put their trash that is recyclable into plastic bags that are in an old clothes hamper. They could also start a compost pile for all of the organic trash like orange peels, banana peels, apple cores, and potato skins.

When the school playground is messy with things that can be recycled you could recycle these things. Here is a list of things that can be recycled and can't be recycled:

<u>Recycle</u>	<u>NO Recycle</u>
News papers	Cigarette butts
Soda cans	candy wrappers
Six-pack rings	orange peels
Cardboard	Juice boxes
Glass bottles	Cigarette wrappers
Shipping from news paper butts	

A good way a class could go about setting up a recycling program is, have someone talk to a worker in a recycling company.

The items that can be recycled are newspapers, soda cans, six pack rings and glass bottles. The first thing they should do is to encourage students to recycle. The next thing to do is to get these recycling bins: Glass, paper, plastic, and soda can. Then after that they should put up recycle signs around the school to encourage the students to do their part in recycling. The last thing to do is clean the up the playground one last time for my trash.

Grade 5 Open-Ended Examples

Below and on the following six pages are examples of two different grade 5 open-ended items. As you look at the samples of grade 5 Rhode Island students' answers, you can refer to the scoring guide on page 6. The student samples displayed here received scores of 4, 3, 2, and 1, respectively. You can see that it is a student's understanding of health information and his/her ability to apply that information to a real-life situation that is being measured—not spelling, penmanship, grammar, or punctuation.

QUESTION 1

Standard Three: Health-Enhancing and Health Risk-Reducing Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Performance Description

Develop injury prevention and management strategies for personal health.

TEST QUESTION: What important things should a person keep in mind when making a fire emergency plan for his/her home and family? Why is each of these things important?

SCORE OF 4: This student's work represents a response that demonstrates an exceptional ability to apply, analyze, and interpret health concepts and skills on this item.

What important things people should keep in mind while making a fire emergency escape plan for their family is where they'll get out of their house, they should have more than one exit, because one of the exits could be blocked during an emergency. Another thing is, once the family has gotten out of their home, they should have a special place where they meet outside of their home, like a tree or something. They should also have a working smoke alarm in almost every room in their home, so if there is a fire, the family will know when they hear the alarm. The family

SCORE OF 4, CONTINUED

should also know, as soon as they know there's a fire, go to a neighbor's house and call the fire department; they should never go back into the house for anything while there is a fire inside. Finally, the family should know what to do if they are on fire, stop, drop, and roll. All these things are important, because if you did not know them, you could be killed in a fire.

ANALYSIS: This student's response is a 4 because it presents a fire emergency plan that demonstrates an in-depth understanding of how to escape a burning building, such as "a plan . . . where they'll get out of their house, . . . more than one exit, . . . a special place where they meet outside, . . . a working smoke alarm . . .", and a plan for calling the fire department from a safe place. Steps for escape follow a logical sequence and each is well explained. The explanation demonstrates the application of skills required to answer this question completely and accurately. The response goes on to tell the reader things that families should do and not do in the case of a fire.

This response is more than a 3 because it shows an in-depth understanding of the health concept and skills in the question.

SCORE OF 3: This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

If you are planning an emergency plan for your home you have to have 2 ways or more to get out because if one exit is blocked than you would have to get to another one.

Practice getting out of the house the way you planned because then you will know how to get out.

SCORE OF 3, CONTINUED

Make sure the smoke detectors work because if they don't you won't know if there is a fire in the house.

And have a meeting place, in case you get separated you will all meet in the same place.

ANALYSIS: This student's response is a 3 because it demonstrates a complete and accurate understanding of how to escape from a burning building properly. Steps such as "have 2 ways or more to get out," "practice getting out," "make sure the smoke detectors work," and "have a meeting place" are given and the rationale for the steps is explained.

SCORE OF 2: This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills.

A person should keep in their mind they have to be ready in case they were in a real fire. They should make an escape route. They should make a place to meet. Also they should know to crawl on the ground so they can't smell the smoke. They should also know if they get fire on them they should stop drop and roll. A person should know not to

SCORE OF 2, CONTINUED

mess in fire at all. They should also know if they are stuck in a room they should make a lot of noise, so the fire men can hear them. I included that information because fire is an important thing to know and be ready for.

ANALYSIS: This student's response is a 2 because it identifies steps needed for escape from a fire—"know to crawl on the ground," and "stop drop and roll,"—but does not fully explain a fire emergency plan. The response does not explain why the plan or steps are necessary except in one instance—"make a lot of noise, so the fire men can hear them." That explanation is simplistic and demonstrates only a partial understanding of the question.

SCORE OF 1: This student's work represents a response that demonstrates minimal understanding of health concepts and skills.

They should keep in mind to keep low and if you get caught on fire stop drop & roll they should also have a fire extinguisher near. They should also have a plan to get out of the fire.

ANALYSIS: This student's response is a 1 because although it mentions things to do in case of a fire—"keep low and if you get caught on fire stop drop and roll"—the question of things to keep in mind when making a fire emergency plan is not addressed. The understanding of fire safety is minimal.

1, thing is to always have a fire extingwiser, 2, another thing is if your on fire don't panic go outside and roll on the ground.

What important thing should a person keep in mind when making a fire emergency plan is that never take anything when there's a fire just run out the house and save your self. Another thing is that when there's too much smoke get down on your knees and crawl on your knees to the outside. What other thing is that when you get caught on fire just stop drop and roll on the grass.

Why these things are important is because it may save your life someday when you're in a fire.



45

Here are some things to keep in mind while creating a fire emergency plan:

- Make sure there are at least 2 exits (doors and/or windows) in each room.
- Figure out a meeting area a safe distance from the house.
- Always know your way around your house.
- Know where telephones are located.

These are important because you will know where everything is just in case of a real emergency and you can escape quicker.

A person should keep in mind to have a meeting place which is a place you should have so you can figure out ~~which~~ person in ~~that~~ family did not get out. Also you should have a route for every person and not just one two because if a route is blocked you should have another one just in case and make sure you have a fire alarm to wake people up and make them alert. Another thing make sure that fire alarm works ~~if there is smoke~~ over you duck down and if you are on fire stop, drop, and roll to get it out. These things are important for you to know so if you have a fire you will be alert and get out safely and that meeting place is so when the fire men come you can tell them who is inside and you also can tell them if you have a pet and if it is in the house.

There are lots of ^{things} ~~ways~~ for a person to keep in mind for planning a fire plan. First you should have more than one exit, not to wait for anybody or ~~take~~ anything just leave.

These things are important because if you wait for ^{one} something or take something you could end up trapped in the fire. With someone else. Possibly you could die or get terribly burnt. Fire's not a playing matter it's to be serious. That's why it's important not to fool around during a fire drill.

When making a fire emergency plan, people should keep in mind that one way out of the house could be blocked so they would have to have another way out. If they didn't have another way out, they might get stuck in the fire.

They should also have a place to meet outside of the house. If everyone meets there, they can make sure everyone got out safely.

QUESTION 2

Standard Four: Influence of Culture, Media, and Technology

Students will analyze the influence of culture, media, technology, and other factors on health.

Performance Description

Demonstrate awareness of the influence of culture upon personal health behaviors.

TEST QUESTION: Explain how cigarette ads encourage young people to start smoking.

SCORE OF 4:

No student scored a 4 on this particular item.

SCORE OF 3: This student's work represents a response that demonstrates the ability to apply, analyze, and interpret health concepts and skills on this item. This high level of achievement is the performance standard expected of ALL students by 2003.

Cigarette ads encourage young people to start smoking by showing them alot. Then kids think, "Maybe I should try this. It seems to be popular." Then they start trying to get fake clp's so they can buy some.

Another way the ads encourage kids is to have catchy names or mascots like, "Camel," and, "B-Kool." When they see, "B-Kool," they think if they smoke it makes them cool, or when they see the camel mascot, they think, "Oh yeah. He's cool. Let's go get some "Camel" cigarettes." The mascots influence them to be cool like the camel.

Another way the ads encourage kids are by the people in the

SCORE OF 3, CONTINUED

ads or commercials. The people look good and have white fingernails and teeth. The kids think they can smoke and have good teeth. They also think that it's healthy, and it's not. That is what I think.

ANALYSIS: This student's response is a 3 because it completely and accurately explains how advertising lures young people into smoking. The response provides examples, including "showing them alot," "Then kids think 'maybe I should try this. It seems to be popular . . .,'" using "catchy names or mascots," "it makes them [young people] cool," and "people [in the commercials] look good." This response explains the thinking process of young people and their reactions to the advertising techniques. However, the response does not have the depth it should for a 4 score point.

The response is clearly not a 2 because the examples given are not simplistic or flawed.

SCORE OF 2: This student's work represents a response that is incomplete or inaccurate. It demonstrates a partial understanding of some health concepts and skills.

Cigarette ads show famous people smoking and saying how great it makes them feel.

Some companies use cartoon characters to encourage young people to smoke because kids love to watch cartoons. An example is the camel that wears a black and white tuxedo and advertises

SCORE OF 2, CONTINUED

Camel cigarettes.
Children who think
the people who advertise
cigarettes are cool
will think smoking is
cool and then they
will want to do it.

ANALYSIS: This student's response is a 2 because it describes specific ads, but does not fully explain the connection between young people and the cigarette ads. Only the last paragraph begins to provide an explanation: "Children who think the people who advertise cigarettes are cool will think smoking is cool and then they will want to do it." The response is not a 3 because the support is simplistic and shows only a partial understanding of the question.

SCORE OF 1: This student's work represents a response that demonstrates minimal understanding of health concepts and skills.

Cigarette ads convince young people to smoke
by saying it cool. Or to woman they say it
makes your body look beautiful. To men they say it
gets them big muscles or gets you girls fast. They
also put famous people on tv or were ever they
advertise in it. Famous people that young people
look up to or someone they admire.

ANALYSIS: This student's response is a 1 because it is basically a list of techniques—"saying it cool," "makes your body look beautiful," "gets them big muscles or gets you girls fast"—with no explanation of how young people are enticed to smoke. Information is limited.

This response is not a 2 because it does not demonstrate even a partial understanding of the advertising techniques used.

Explain how cigarette ads encourage young people to start smoking.

Cigarette ads usually have glamorous people in them. Either they have good looks or our famous young people like famous people or good-looking people and think "Oh well if I smoke then I'll be famous" or "Oh well if I smoke I'll look that good." That's not at all true! The people in the ads probably have never smoked! They have perfect white teeth and people who smoke have ugly yellow ones. They have perfectly clean teeth as cigarette smokers have cigarette dust all over theirs. Camel ads made smoking look fun and they had a cool mascot - a camel! Kids thought the camel was neat and they would be neat too if they smoked so they did. Don't let cigarette ads deceive you!

Explain how cigarette ads encourage young people to start smoking.

They say you should smoke it takes all your worries away and it is so relaxing and on bill boards and the sides of buses all the people are smiling when they are smoking to make it look like that it is good thing to smoke but really it is bad because it can damage your lungs and it gets very hard to breath in air. And on tv they are also smiling to make it look like that smoking is good for you. I think smoking is a really stupid thing to do you can die from it. and some people end up in the hospital for a real long time then when they go home they have to have tubes up there for oxygen to help them breath better.

Explain how cigarette ads encourage young people to start smoking.

I think that cigarette ads make kids look cool when they smoke. The ads show famous people and that makes kids think that if they smoke then they will get pretty. Cigarette ads also say that if you smoke then you will have fun. Cigarette ads say that if you smoke then you will become popular, have a lot of cool friends and you will become cool your self. But actually what really happens is your hair smells, your clothes smell, your teeth are yellow, and worst of all you don't have as long of a life to live.

Explain how cigarette ads encourage young people to start smoking.

I think cigarette ads make people think that it makes you feel good and good about your self.

They make people think that it's not bad for them, and it won't hurt themselves.

But afterwards it will make them feel bad and crummy, and will make them go back for more.

Nothing about cigarettes are good!

Explain how cigarette ads encourage young people to start smoking.

Cigarette ads encourage young people to smoke because of the way they show the pictures. For instance like Marlboro they show the cowboy with colors. And it says in weird small writing and it says all the bad things about their product. It also attracts women because mostly all you see is men, so it attracts women to start smoking.

Explain how cigarette ads encourage young people to start smoking.

Cigarettes probably might have
a cute animal or showing someone
smiling while they smoke.
These ads will sell the
cigarette to young people.

STUDENT RESPONSES

Grade Five Examples: Score of 4

PERFORMANCE ASSESSMENT EXAMPLES

Below and on the following eight pages are examples of two different grade 5 performance-assessment items. As you look at the samples of grade 5 Rhode Island students' answers, you can refer to the scoring guide on page 12. The student samples displayed here received scores of 4, 3, 2, and 1, respectively. You can see that it is the student's understanding of health information and his/her ability to apply that information to a real-life situation that is being measured — not spelling, penmanship, grammar, or punctuation.

Health Education Standard Seven: Advocacy

Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Performance Description

As a result of health instruction, students, by the end of grade 4, will be able to influence and support others in making positive health choices.

TEST QUESTION: Write a letter to the school newspaper that encourages students to make healthy food choices and explain how they will be healthier by making these choices.

Dear School Newspaper,

I am writing a letter to all the children of the school.

I would just like to say that eating healthy is definitely the right choice. Eating apples, bananas, carrots, cucumbers, vegetables, fruits, and things that don't have a lot of cholesterol, fat and other things that will make your body get sick. ^{It will make your body healthy.} I'm encouraging you children to do this so that you won't get sick when you're older (you could get heart-attacks, heart diseases, and obesity). ^{if you don't stay real} These healthy

EXAMPLE 1: SCORE OF 4 CONTINUED

choices can make you look thinner, feel better,
(energized) and ^{stay} healthy ^(fit). These things (vegetables,
fruits, and other things that are healthy)
will make you feel GREAT about
yourself. Oh, and one last thing I
left out Exercise! Please exercise!
Exercise and fruits vegetables (eating healthy)
will make feel better, stay healthy, and look thinner.
Thank you and please try to take my advice!
↑ From your fellow student,
P.S. Eating healthy is the key

ANALYSIS: All of the information presented in this response is both health enhancing and responsive to the task asked of students. This student's response encourages others to make healthy choices [i.e., "eating healthy is definitely the right choice" and "healthy choices can make you look thinner, feel better, (energized) and stay healthy (fit)"]. The response explains how these choices will make a person healthier and also demonstrates an understanding of the connections between making healthy choices and feeling better (e.g., "Eating . . . things that don't have a lot of cholesterol, fat and other things that will make your body get sick, will make your body healthy"). In addition to being complete and accurate, it provides the additional insight of the long-term consequences of poor choices (e.g., ". . .when your older . . ."). This paper received a score of 4.

Grade Five Examples: Score of 3

Dear School newspaper,

It has come to my attention that students are not eating enough fruits, vegetables, and grains. To all the people that eat oily fatty foods I want you to know that eventually if you keep eating those foods then your arteries will get clogged up and your blood pressure will be sky high because your heart will have to pump faster to get blood around your body. So if I were you I would eat by the food pyramid. you will be healthier because this lowers the risk of a heart attack, and

Tom

ANALYSIS: The response is relevant to the task, is health enhancing, and demonstrates an understanding of the concept of making healthy food choices (e.g., "not eating enough fruits, vegetables, and grains"; "eat by the food pyramid"). All information is accurate (e.g., "eat oily fatty foods . . . your arteries will get clogged up and your blood pressure will be sky high"). This paper received a score of 3.

.....
Grade Five Examples: Score of 2

If you make healthy food choices
you might live longer. It also can
grow muscles and look better.
You can prevent getting sick if
you eat healthy foods. So don't
forget to eat healthy foods.

ANALYSIS: This answer begins to respond to the task asked of students in this question (e.g., . . . "you might live longer" . . . "grow muscles and look better") but there is little that encourages students to make healthy choices. Accurate information is provided but it is not complete. Details that would demonstrate an understanding of the health concepts are left out of the response. This paper received a score of 2.

.....
Grade Five Examples: Score of 1

Dear School newspaper,
We think there should be a health section in the newspaper. We think that because it might help kids not to eat to much chocolate or candy. You need to put in the health section in the newspaper so you better get it in.

Sincerely,

ANALYSIS: This student does not answer the question asked. The student does attempt to respond by writing to request that the school newspaper include a health section because it might help "kids not to eat to much chocolate or candy." This paper received a 1.

Grade Five Examples: Score of 4

Health Education Standard Six: Goal Setting and Problem Solving

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Performance Description

As a result of health instruction, students, by the end of grade 4, will be able to develop a plan that addresses personal strengths, needs, and health risks.

TEST QUESTION: Chris tried out for the soccer team and did not make it. What steps could Chris take to improve his/her skills and increase the chance of making the team next time?

Chris could practice more and that would help. Maybe she could eat healthier and drink more milk to make her healthier and stronger. She could ask friends to help her. Maybe if she knew anyone on the soccer team she could ask them about the drills they do or the skills they need to get past the other players. If one or two players were really nice, maybe they would practice together and show Chris what she could improve. That would make Chris better. Maybe if she joined a different soccer team that wasn't as hard she could get in. Then she could practice her skills with them. It probably would make her feel better to practice with a coach and team. If she needed to be stronger maybe Chris could do a different sport like baseball, basketball, tennis, or swimming lessons. They would get her in better shape for the next soccer season so she could get on the team!

ANALYSIS: This insightful response offers several alternative solutions to this question. The student offers many alternatives to increase Chris's chances of making the team next year. These include "practice more," "eat healthier and drink more milk," "ask friends to help," practicing drills with players who made the team, participating in a different sport to improve her skills, and even trying out for a different soccer team. All of the information is health enhancing and accurate. An understanding of health concepts is apparent. This paper received a 4.

.....
Grade Five Examples: Score of 3

Chris could practice playing soccer and figure out ways to improve his skills. He could try to find out what is expected of him in order to make the team next time. Chris could also have friends over and practice with them to make it easier. With his friends he could practice defense, offense and playing the game. Without them he could dribble or practice kicking in the direction he wants it to go. Then maybe Chris could make the team next time.

ANALYSIS: The response addresses the task and presents several relevant ways that Chris could improve his/her soccer skills (e.g., "practice"; "find out what is expected"). The student demonstrates an understanding of the question and health concept by explaining a process Chris could use to increase his/her chances of making the team in the future (e.g., "have friends over . . . practice defense, offense and playing the game"; "Without them he could dribble or practice kicking . . ."). This paper received a score of 3.

.....
Grade Five Examples: Score of 2

Chris could ask why he did not make the team. After he knows why he did not make it he can ask if the coach can help him with his problem. He could also ask one of the kids that made to help him with his problem.

ANALYSIS: The student's work presents limited information in response to the task and does not include any details about the suggestions. The solution of asking the coach to "help him with his problem" may not be a realistic answer to increasing Chris's chance of making the team, as the coach would likely be busy with the team. This paper received a score of 2.

.....
Grade Five Examples: Score of 1

For soccer Chris didn't make the team so make
team next year he could practice. The ways that
it'll work he'll understand the game better

ANALYSIS: The student attempts to respond to the question by stating "he could practice." The answer is very limited and does not demonstrate any understanding of health concepts. This paper received a 1.

STUDENT RESPONSES

GRADE 4 HEALTH ITEM 1

A fourth-grade class has been asked to explain playground safety rules to second graders. What should the fourth grade students tell the second graders about safety on the playground and the equipment found there? Why are these rules important?

Health Education Standard 7: *Students will demonstrate the ability to advocate for personal, family, community and environmental health.*

Student Performance Description 4: *Demonstrate the ability to influence and support others in making positive health choices.*

GRADE 4 HEALTH ITEM-SPECIFIC SCORING GUIDE FOR ITEM 1

SCORE	DESCRIPTION
4	The explanation of playground safety rules and their importance is accurate, comprehensive and understandable to second graders.
3	The explanation of playground safety rules and their importance is accurate, mostly comprehensive and somewhat understandable to second graders.
2	The explanation of playground safety rules and their importance may not be accurate or comprehensive or may not be explained in a manner understandable to second graders.
1	The explanation of playground safety rules and their importance includes major inaccuracies, limited comprehensiveness and may not be understandable to second graders.
0	Incorrect.

SCORE 4 DESCRIPTION: The explanation of playground safety rules and their importance is accurate, comprehensive and understandable to second graders.

The fourth grade class should tell the second grader's to play safe and share with other kids and never fight with ~~etc~~ kids and if a kid starts a fight walk away and tell the nearest grownup that will take care of the person who is pushing you around outside of the school. And never run while you have food like potato chips, candy, and a lollypop if you run while eating that you can choke from the food you might have to go to the hospital if you swallow that food while running or jumping. And never throw rocks at any other kid because if it hits them

EXAMPLE 1: SCORE OF 4 CONTINUED

in the head or any where
else it might make them bleed
really bad and they might
have to go to the hospital,
serious injury or serious bleeding. And
never bring drugs or guns to school
walk away if you see someone with drugs
or a gun.

ANALYSIS: The response demonstrates a comprehensive understanding of safe conduct on the playground (e.g., *play safe; never fight*). It provides a logical and convincing argument for following playground rules and describes them in a way that is understandable to an audience of second graders (e.g., *if you run while eating that you can choke; if a kid starts a fight walk away and tell the nearest grownup*).

SCORE 4 DESCRIPTION: The explanation of playground safety rules and their importance is accurate, comprehensive and understandable to second graders.

1. Never run in front of the swing.
 2. Never run up the wrong end of the slide.
 3. Never jump on the merry-go-round.
 4. Never throw sand in the sand box.
 5. Never stand up on the seesaw and go up and down.
 6. Never stand on the swings while swinging.
 7. Never jump off the swing.
- The reason for these rules
are so no one gets hurt or injured.

ANALYSIS: The paper is an accurate and comprehensive list of playground safety rules written in language that second graders can understand (e.g., *never run in front of the swing; never throw sand in the sand box*). The justification of the rules is accurate and concise (e.g., *so no one gets hurt or injured*). Although the response is brief, it answers both questions completely.

SCORE 3 DESCRIPTION: The explanation of playground safety rules and their importance is accurate, mostly comprehensive and somewhat understandable to second graders.

The fourth graders should tell them that safety is important and they should obey the rules on a playground because someone might get hurt if they don't. For example they could say that you can't jump off the swings because if you land on your hands you might break your wrist. Another example could be that you shouldn't jump off because you could land flat on your back and paralyze your self. They should tell the second graders to play on the equipment gently and to not go wild on the playground unless they are not near the equipment. they should also tell them not to walk up the slides because they might slip and fall. Also they should try to explain everything clearly.

ANALYSIS: The response contains accurate information about playground safety rules and explains why they are needed (e.g, you can't jump off the swings. . .you might break your wrist; not to walk up the slide because they might slip and fall). However, it is not comprehensive enough to earn a 4. It clearly demonstrates an understanding of how to communicate to a second grade audience.

SCORE 3 DESCRIPTION: The explanation of playground safety rules and their importance is accurate, mostly comprehensive and somewhat understandable to second graders.

these rules are made for the one
good. Tell them ~~the~~ NO fighting
NO Pig Piles, NO Handfeet on anyone
else, NO tag, 1 Person down the
slide at a time, Feet First down
the slides. These are Rules that
are important because they
can get hurt if they flowd them

ANALYSIS: A generally comprehensive list of playground safety rules is provided (e.g., *no fighting; feet first down the slides*). The explanation of the importance of the rules is very general and lacks some accuracy (e.g., *they can get hut [sic hurt] if they flowd [followed] them*).

SCORE 2 DESCRIPTION: The explanation of playground safety rules and their importance may not be accurate or comprehensive or may not be explained in a manner understandable to second graders.

When you are swinging hold on to the chain, when you are swinging and you don't hold on you will fall off. When you are down the slide never stand up it is dangerous. When you are climbing the ladder one way and someone is coming the other way don't push them off. These rules are important so you don't hurt yourself.

ANALYSIS: The response contains a few accurate playground safety rules, but the explanation is not very comprehensive (e.g., when you are down the slide never stand up it is dangerous; rules are important so you don't hurt yourself).

SCORE 2 DESCRIPTION: The explanation of playground safety rules and their importance may not be accurate or comprehensive or may not be explained in a manner understandable to second graders.

They should tell them don't push because someone can fall and get hurt, don't run on the equipment because you could slip and get hurt, don't hold up the line because people will start pushing + shoving.

ANALYSIS: The list of playground safety rules is limited (e.g., *don't push; don't run*). The explanation for following these rules is vague and repetitious (e.g., *someone can fall and get hurt; you could slip and get hurt*).

SCORE 1 DESCRIPTION: The explanation of playground safety rules and their importance includes major inaccuracies, limited comprehensiveness and may not be understandable to second graders.

The fourth-grade class should tell the second graders that the equipment is not to be used violently. It is out there to have fun on. These rules are important because they keep people out of trouble, they keep people safe, and so the kids can have fun and not get hurt.

ANALYSIS: The response explains the need for playground safety rules; however, no rules are given (e.g., rules are important because they keep people out of trouble, they keep people safe).

SCORE 1 DESCRIPTION: The explanation of playground safety rules and their importance includes major inaccuracies, limited comprehensiveness and may not be understandable to second graders.

These rules are important
because someone ^{could} get injured
badly.

You should not do any
daredevil tricks on the equipment.

ANALYSIS: This paper has only one playground safety rule which is not explained very well (e.g., *You should not do any daredevil tricks*). The justification for following the rule is very general (e.g., *someone could get injured badly*).

#22

A fourth-grade class has been asked to explain playground safety rules to second graders. What should the fourth-grade students tell the second graders about safety on the playground and the equipment found there? Why are these rules important?

1. Do not run under the monkey bar
because someone is going on them
2. Do not throw things
at anyone at any time because you get hit in the head and
if you get brain damage
3. Don't bully people in the
line because you can hurt a person

4. A fourth-grade class has been asked to explain playground safety rules to second graders. What should the fourth-grade students tell the second graders about safety on the playground and the equipment found there? Why are these rules important?

Playground safety is important. You shouldn't run around, be careful near the swings because you could get hit in the head. You should always have a parent watching you. One other thing you should never play on a playground during a thunder and lightning storm.

The equipment found there can be very harmful even though it doesn't look it. You could fall off and break a bone or something else can happen. So be careful around a playground and remember the rules of playground safety.

- 4 A fourth-grade class has been asked to explain playground safety rules to second graders. What should the fourth-grade students tell the second graders about safety on the playground and the equipment found there? Why are these rules important?

The fourth grade should tell them to not abuse the playground equipment. Do not stand on swings. Go down slides on at a time. Be careful on the merry-go-round. Don't hang from the climbing equipment. You're not tall enough to hang from basketball hoops. So don't. If you are riding bikes in the court wear the helmets, knee pads, elbow pads, and gloves.

4. A fourth-grade class has been asked to explain playground safety rules to second graders. What should the fourth-grade students tell the second graders about safety on the playground and the equipment found there? Why are these rules important?

The fourth grade class should tell the second graders to treat everyone respectfully, and not to boss anyone around on the playground, someone could get hurt and they might have to go to the hospital to get stitches, or even have to have a body part taken out of them.

.....

GRADE 4 HEALTH ITEM 2

Luis, who does not speak English, enters a new school. David notices some students are making fun of him. What can David do to make Luis feel more accepted? What could David do to help his classmates become more accepting and understanding of all children?

Health Education Standard 5: *Students will demonstrate the ability to use interpersonal communication skills to enhance health.*

Student Performance Description 2: *Describe characteristics needed to be a responsible friend and family member.*

GRADE 4 HEALTH ITEM-SPECIFIC SCORING GUIDE FOR ITEM 2

SCORE	DESCRIPTION
4	Communication about understanding and accepting others who are different from ourselves is clear, persuasive and appropriate for the audience. A strong and logical health-enhancing position is recommended. Information is accurate and comprehensive.
3	Communication is mostly clear, appropriate, accurate and comprehensive.
2	Communication may be unclear, inappropriate, inaccurate or incomplete.
1	Communication is unclear, inappropriate, inaccurate or incomplete.
0	Incorrect.

SCORE 4 DESCRIPTION: Communication about understanding and accepting others who are different from ourselves is clear, persuasive and appropriate for the audience. A strong and logical health-enhancing position is recommended. Information is accurate and comprehensive.

David can say that I'll be your friend. He should also say just ignore them they're troublemakers. David can say to his classmates that just because Luis is new and can't speak perfectly that doesn't mean that you have to make fun of him. You should be nice to him, and don't hurt his feelings ^{especially} on his first day. "Imagine what it would be like if you went to China

EXAMPLE 1: SCORE OF 4 CONTINUED

to a new school and kids teased you. How would you feel? Listen you "what I'm trying to say is he is a human being and you should respect him for that matter and especially because he is new. And remember he should have the same rights as you.

ANALYSIS: The response presents several appropriate ways David can help Luis feel more accepted (e.g., *I'll be your friend; just ignore them*). The approach David uses with his classmates is comprehensive and logical (e.g., *You should be nice to him and don't hurt his feelings; Imagine what it would be like if you went to China to a new school and kids teased you*).

SCORE 4 DESCRIPTION: Communication about understanding and accepting others who are different from ourselves is clear, persuasive and appropriate for the audience. A strong and logical health-enhancing position is recommended. Information is accurate and comprehensive.

Here are some things David can say to Luis to make him feel accepted. "It's okay Luis, I understand. They do this to all new students, I'll talk to them about it." Or he could say "I will teach you to speak english better if you want." He should make the children understand how Luis feels. He should ask them how they would feel if they only knew how to speak english and they went to a school

EXAMPLE 2: SCORE OF 4 CONTINUED

in Spain. He reminded them they would speak Spanish there. Then he told them that they would have no friends and would have people making fun of them. They said they wouldn't like it at all. I told them that what happened to Luis. After that Luis was liked by everyone and he had no problems again.

ANALYSIS: The response strongly communicates clear and appropriate ideas for making Luis feel more accepted (e.g., It's okay Luis, I understand; I will teach you to speak English [sic English] better if you want). Strategies for addressing classmates are well-developed (e.g., He should make the children understand how Luis feels. He should ask them how they would feel if. . .).

SCORE 3 DESCRIPTION: Communication is mostly clear, appropriate, accurate and comprehensive.

David could play with the student and try to communicate or learn her language. Then David could teach her English. After that David could tell his classmates all children are different in many ways but they should all be treated equally and with respect.

ANALYSIS: The response communicates David's understanding and acceptance of Luis (e.g., *play with the student; try to communicate [sic communicate] or learn her language*). David's approach to classmates is logical and accurate, but not strongly focused (e.g., *all children are different; they should all be treated equally and with respect*).

SCORE 3 DESCRIPTION: Communication is mostly clear, appropriate, accurate and comprehensive.

If I were David I would tell Luis that it doesn't matter what they think and that everyone is special and it's nice to be different you don't have to be the same then I would tell my classmates how special it is to be different and it doesn't matter

EXAMPLE 4: SCORE OF 3 CONTINUED

what you speak like.
its how you are inside.
that counts.

ANALYSIS: The response communicates understanding and acceptance (e.g., *it doesn't matter what they think; everyone is special; it's nice to be different*). General recommendations for classmates are given (e.g., *how special it is to be different; it doesn't matter what you speak like its how you are inside that counts*). Lack of elaboration prevents this from being scored a 4.

SCORE 2 DESCRIPTION: Communication may be unclear, inappropriate, inaccurate or incomplete.

David should teach Luis how to
speak English. David should tell the other
classmates that everyone is different And
that maybe Luis could teach us
something that we don't know.

ANALYSIS: Some understanding and acceptance of others is communicated, but in a limited and unrealistic approach (e.g., *teach Luis how to speak English*). Techniques for helping classmates to become more accepting of Luis are not very comprehensive (e.g., *tell the other [sic other] classmates that everyone is different; Luis could teach us something that we don't know*).

SCORE 2 DESCRIPTION: Communication may be unclear, inappropriate, inaccurate or incomplete.

You could practice english with
him play games with him (making
him less open to the kids
making fun of him) and in
group activids pick him

ANALYSIS: This paper communicates a good understanding of how David can help Luis feel more accepted (e.g., *play games with him*; *in group activids [sic activities] pick him*). However, it does not address the second question regarding classmates becoming more accepting.

SCORE 1 DESCRIPTION: Communication is unclear, inappropriate, inaccurate or incomplete.

He could stop the children from making
fun of him. he could tell all people are
different from ^{all} others.

ANALYSIS: The response does not answer the first question. The presentation of ideas on how to help classmates become more accepting and understanding is very limited (e.g., *stop the children from making fun. . .*).

SCORE 1 DESCRIPTION: Communication is unclear, inappropriate, inaccurate or incomplete.

He can say why are you makeing
fun of he because we are all different
from someone elsy.

ANALYSIS: This response is unorganized. The information presented is minimally accurate within a very limited presentation (e.g., *we are all different. . .*).

- 10 Luis, who does not speak English, enters a new school. David notices some students are making fun of Luis. What can David do to make Luis feel more accepted? What could David do to help his classmates become more accepting and understanding of all children?

If I were David I would help Luis with english and be nice to him, be his friend. I would help Luis, and play with him at recess. David could tell his classmates to think how you would feel if you didn't speak english, and people made fun of you just because your different from them. Then maybe his classmates would accept Luis for how he is.

That is what I would do if I was David.

- 10 Luis, who does not speak English, enters a new school. David notices some students are making fun of Luis. What can David do to make Luis feel more accepted? What could David do to help his classmates become more accepting and understanding of all children?

David could be Luis' friend and play with him. David could talk to the people making fun of Luis. David could try to learn Luis' language or David could learn Luis' language so they could communicate more.

- 10 Luis, who does not speak English, enters a new school. David notices some students are making fun of Luis. What can David do to make Luis feel more accepted? What could David do to help his classmates become more accepting and understanding of all children?

David can tell him it doesn't matter who you are or how you speak or what color you are you are always the same as every one. David could tell his classmates how they would like to be treated like dirt. And made fun of because of your language and you feel left out of everything you wouldn't want to be treated that way either. So don't talk about other people unless you want them to do the same thing back to you. Do unto others as they would do unto you.

- 10 Luis, who does not speak English, enters a new school. David notices some students are making fun of Luis. What can David do to make Luis feel more accepted? What could David do to help his classmates become more accepting and understanding of all children?

David can tell the kids to stop making fun of him. He is a kid like everybody else. Just because he speaks another language doesn't mean he is different from others.

David can say he is a kid like us. Remember that, so leave Luis alone. Would you like him to make fun of you if you spoke a different language and you were new?

- 10 Luis, who does not speak English, enters a new school. David notices some students are making fun of Luis. What can David do to make Luis feel more accepted? What could David do to help his classmates become more accepting and understanding of all children?

Play with him and Help
him in school.

- 10 Luis, who does not speak English, enters a new school. David notices some students are making fun of Luis. What can David do to make Luis feel more accepted? What could David do to help his classmates become more accepting and understanding of all children?

David could try to be Luis's friend. David could tell the other kids to stop making fun of Luis because some day is going to catch up with them.

TEST ITEMS AND STUDENT RESPONSES

.....
Sample Grade4 Open-Ended Items

GENERAL SCORING GUIDE: RHODE ISLAND HEALTH EDUCATION ASSESSMENT

SCORE	DESCRIPTION
4	Student presents insightful, relevant response indicating an in-depth understanding of concepts in a clear, concise manner.
3	Student presents relevant response indicating an understanding of the major concepts; may be somewhat vague or contain minor misconceptions.
2	Student's response indicates some understanding of concepts with obvious gaps.
1	Student demonstrates minimal understanding of concepts; response is neither clear nor complete.
0	Student's response is totally incorrect or irrelevant.
NR	Blank/No Response

ITEM 1

The schoolyard has become an environmental problem, with litter, broken glass, and garbage everywhere. What are some of the things that could be done right away to correct the problem and to keep it from happening again?

GRADE 4 HEALTH ITEM-SPECIFIC SCORING GUIDE FOR: ITEM 1

SCORE	DESCRIPTION
4	In deciding what can be done about the school environmental problem, the response provides workable health-enhancing strategies or solutions and demonstrates an understanding of most possible effects. The information is accurate and comprehensive.
3	In deciding what can be done about the school environmental problem, the response provides generally workable health-enhancing strategies or solutions and demonstrates an understanding of several possible effects. The information is mostly accurate and generally comprehensive.
2	In deciding what can be done about the school environmental problem, the response provides some workable health-enhancing strategies or solutions OR demonstrates an understanding of only a few possible effects. The information contains some major inaccuracies OR is not very comprehensive.
1	In deciding what can be done about the school environmental problem, the response provides weak workable health-enhancing strategies or solutions OR does not demonstrate an understanding of possible effects. The information may be minimally accurate within a very limited presentation.
0	Incorrect

QUESTION: "The schoolyard has become an environmental problem, with litter, broken glass, and garbage everywhere. What are some of the things that could be done right away to correct the problem and to keep it from happening again?"

If a schoolyard was covered in litter you could help it by putting signs all over the place saying: PLEASE DO NOT LITTER! THROW TRASH AWAY! You could also put trash cans around so it would make it easier for people to throw their trash away. The school could have a contest saying that the class that picks up the most trash will be rewarded with medals. Classes could have a contest by themselves too.

You could stop it from happening again by saying that if you don't throw trash on the ground for the rest of the school year you can join a pizza party at the end of the year.

ANALYSIS: The response addresses an immediate solution and proposes preventative measures. The idea of signs against litter and cans for easier throw-away are simple plans that will be effective. Using an end-of-school party as a reward is realistic.

QUESTION: "The schoolyard has become an environmental problem, with litter, broken glass, and garbage everywhere. What are some of the things that could be done right away to correct the problem and to keep it from happening again?"

Right away you should complain about it. Tell people how you feel. And if they don't listen then you can do it yourself. Go out, get some friends and pick all of the litter up. But be sure to wear safety gloves so you don't get germs or deep cuts from broken glass. Once you pick up the trash and litter you could throw it out in the garbage. You could also recycle all of the glass, trash and perhaps organic materials and aluminum foil. That way, we could make more items such as T.V.'s planes, and even cars. Then we could have a healthy environment. To keep it healthy you should put trash barrels in the playground so when you do have trash, you could put it in there.

ANALYSIS: A well-thought-out response that mentions immediate solutions (talking with people, picking up litter) and preventative measures (the use of gloves to prevent deep cuts or germs) is given. Included are good future measures such as recycling and the indication of long-term concern for the environment.

QUESTION: "The schoolyard has become an environmental problem, with litter, broken glass, and garbage everywhere. What are some of the things that could be done right away to correct the problem and to keep it from happening again?"

- ① Recycle
- ② Pick up the trash you see on the ground
- ③ Put up no littering signs
- ④ You should throw waste in the can not on the ground
- ⑤ Make posters and put them up around the school.
- ⑥ Stop littering yourself.

ANALYSIS: The response consists of a list with very little elaboration. Although the six ideas given are valid, more information is needed about the possible effects.

QUESTION: "The schoolyard has become an environmental problem, with litter, broken glass, and garbage everywhere. What are some of the things that could be done right away to correct the problem and to keep it from happening again?"

You and all of your friends can help by cleaning the schoolyard together. Tell the principal of the school to announce, whoever litters again will have a whole weeks detention. That way the whole school will be cleaning and there will be no more mess in the playground. Sometimes you find that a piece of paper falls out of the trashcan, and it is not yours, you should pick up any way.

ANALYSIS: The response is generally comprehensive with a major emphasis on "cleaning" the school yard. There is no mention of action in the future except for the idea of detention for littering.

QUESTION: "The schoolyard has become an environmental problem, with litter, broken glass, and garbage everywhere. What are some of the things that could be done right away to correct the problem and to keep it from happening again?"

The right way to correct the problem is by putting a garbage can there. Or whenever you see the garbage pick it up. Have someone come and talk to the school kids about the garbage could do to the air and the earth.

ANALYSIS: Workable strategies are listed without support and are not comprehensive.

QUESTION: "The schoolyard has become an environmental problem, with litter, broken glass, and garbage everywhere. What are some of the things that could be done right away to correct the problem and to keep it from happening again?"

Some of the things that could be done right away to correct the problem are..... put in signs that say "No Littering" and have all the grades in the school pitch in and clean it up. The school could make a rule that if you're caught littering you have to pay a thirty dollar fine.

ANALYSIS: Realistic immediate solutions are given but the future "fine of \$30" is not a workable health-enhancing solution or strategy.

QUESTION: *"The schoolyard has become an environmental problem, with litter, broken glass, and garbage everywhere. What are some of the things that could be done right away to correct the problem and to keep it from happening again?"*

resignal

ANALYSIS: The response is a minimal one-word answer.

QUESTION: *"The schoolyard has become an environmental problem, with litter, broken glass, and garbage everywhere. What are some of the things that could be done right away to correct the problem and to keep it from happening again?"*

All the children should have an
Earth Day wear all the children
pick up all the litter and help
other children understand that
Littering is bad.

ANALYSIS: A one-day event is not an effective solution for short- and long-term littering problems. Credit is given for the recognition of a need for school-wide involvement.

ITEM 2

“Fernando is a good student and does his best to follow the school rules. He always does his homework and studies for tests. The school bully is in Fernando’s class and now sits near him. He has started to throw things at Fernando, steal his pencils, cut in front of him in line, and call him names while on the playground. What are some things Fernando can do to stop the bully from bothering him?”

GRADE 4 HEALTH ITEM-SPECIFIC SCORING GUIDE FOR: ITEM 2

SCORE	DESCRIPTION
4	Communication about how to handle a bully is clear, persuasive and appropriate for the audience. A strong and logical health-enhancing position is recommended. Information is accurate and comprehensive.
3	Communication about how to handle a bully is mostly clear, persuasive and audience appropriate. Recommendations are logical and health-enhancing, but not strongly focused. Information is mostly accurate and generally comprehensive.
2	Communication about how to handle a bully is somewhat clear and persuasive or the message may not be appropriate for the audience. Recommendations are health-enhancing but inconsistent with the information presented. Information contains some major inaccuracies or is not very comprehensive.
1	Communication about how to handle a bully is unorganized and the message is inappropriate for the audience. Health-enhancing recommendations are weak. Information may be minimally accurate within a very limited presentation.
0	Incorrect.

QUESTION: "Fernando is a good student and does his best to follow the school rules. He always does his homework and studies for tests. The school bully is in Fernando's class and now sits near him. He has started to throw things at Fernando, steal his pencils, cut in front of him in line, and call him names while on the playground. What are some things Fernando can do to stop the bully from bothering him?"

Fernando can ask his teacher if his seat can be moved or tell his teacher that the bully is bothering him and his teacher can do something about it. If his teacher can't do anything about it he should tell the principal or a grown up he can trust. When the bully is calling him names he can either ignore him, tell a teacher or he can tell the bully the rhyme about names "Sticks and stones may break my bones but names will never hurt me."

ANALYSIS: The student presents a logical series of steps Fernando can take to thwart the bully (move his seat, tell a grown-up, ignore him, etc.). Explanations are clear and complete.

QUESTION: "Fernando is a good student and does his best to follow the school rules. He always does his homework and studies for tests. The school bully is in Fernando's class and now sits near him. He has started to throw things at Fernando, steal his pencils, cut in front of him in line, and call him names while on the playground. What are some things Fernando can do to stop the bully from bothering him?"

Fernando should ignore the bully when he calls him names. It may help alot. When the bully throws things at him and cuts in front of him he should tell the nearest adult. They can take care of him. The bully even may stop bothering him. If he keeps on bothering him someone should call his mom. Then I'm sure the bully will stop bothering Fernando.

You could also stay away from him play with a group of friends. They could help you to if you asked. Show the bully how many friends you have against him, the bully may walk away and not bother Fernando again.

ANALYSIS: The response includes several valid suggestions, addressing all aspects of the problem (ignore him, tell an adult, play with a group).

QUESTION: "Fernando is a good student and does his best to follow the school rules. He always does his homework and studies for tests. The school bully is in Fernando's class and now sits near him. He has started to throw things at Fernando, steal his pencils, cut in front of him in line, and call him names while on the playground. What are some things Fernando can do to stop the bully from bothering him?"

Some of the things Fernando could do are, tell a adult or a friend, relativ or his teacher. Or you could try to tell him that he is only doing this becaus he is hurt inside. Or is having a family problem, You could try to tell him that it dose not feel nice to be pick on or teased so how would you like it if you are teased. So dont teas anyone becaus it feels bad.

ANALYSIS: Although the response includes some good suggestions for help, it loses focus when discussing what may motivate the bully's action.

QUESTION: "Fernando is a good student and does his best to follow the school rules. He always does his homework and studies for tests. The school bully is in Fernando's class and now sits near him. He has started to throw things at Fernando, steal his pencils, cut in front of him in line, and call him names while on the playground. What are some things Fernando can do to stop the bully from bothering him?"

- 1) Tell a teacher
- 2) Walk away
- 3) Ignore the bully
- 4) Tell him leave me alone
- 5) or talk to him and comfort him ask him to be your friend

A COUPLE OF THINGS you should not do

- 1) Do the same thing back
- 2) Do not go bully him back

ANALYSIS: This response provides a reasonably comprehensive list of things to do and avoid doing. More description of how the teacher might help would have enhanced this answer.

QUESTION: "Fernando is a good student and does his best to follow the school rules. He always does his homework and studies for tests. The school bully is in Fernando's class and now sits near him. He has started to throw things at Fernando, steal his pencils, cut in front of him in line, and call him names while on the playground. What are some things Fernando can do to stop the bully from bothering him?"

Fernando can stay away from the bully.
Tell the teacher what he is doing. Ask to move
his desk somewhere else.

ANALYSIS: Several appropriate actions are indicated but not elaborated in this student's work.

QUESTION: "Fernando is a good student and does his best to follow the school rules. He always does his homework and studies for tests. The school bully is in Fernando's class and now sits near him. He has started to throw things at Fernando, steal his pencils, cut in front of him in line, and call him names while on the playground. What are some things Fernando can do to stop the bully from bothering him?"

he could tell the teacher and
she would probly do something
about it or he could tell a
aid when he his out on the
playground

ANALYSIS: The response correctly identifies two sources of help but does not explain how either might assist Fernando in resolving the problem.

QUESTION: *"Fernando is a good student and does his best to follow the school rules. He always does his homework and studies for tests. The school bully is in Fernando's class and now sits near him. He has started to throw things at Fernando, steal his pencils, cut in front of him in line, and call him names while on the playground. What are some things Fernando can do to stop the bully from bothering him?"*

ask him to stop and if he does not
tell

ANALYSIS: Appropriate actions are suggested but not elaborated in this response.

QUESTION: "Fernando is a good student and does his best to follow the school rules. He always does his homework and studies for tests. The school bully is in Fernando's class and now sits near him. He has started to throw things at Fernando, steal his pencils, cut in front of him in line, and call him names while on the playground. What are some things Fernando can do to stop the bully from bothering him?"

Fernando should just ignore the bully and the bully will stop bothering him.

ANALYSIS: Only a single strategy is described. This is a very minimal response.